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Ninety-three documents published between 1960 and 1969 are identified in this annotated bibliography dealing with school-college relations in developing school personnel. The major portion of documents included present information on school-college cooperative programs while other documents, divided into subject areas, cover student teaching, internship programs, supervisory personnel (both college supervisors and cooperating teachers), and team teaching. (SM)

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# COOPERATIVE TEACHER EDUCATION: SCHOOL-COLLEGE RELATIONS IN DEVELOPING SCHOOL PERSONNEL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A collaborative effort by Helen T. Suchara, professor of education, and 15 doctoral candidates in teacher education, at the suggestion of E. Brooks Smith, chairman, department of elementary education, Wayne State University, Detroit, Michigan.

*ERIC Clearinghouse on Teacher Education*
*1156 Fifteenth Street, N.W.*
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May 1969

*The ERIC Clearinghouse on Teacher Education*
*Washington, D.C.*

# PREFACE

This bibliography is one of several being commissioned by this Clearinghouse on "high priority" topics identified by its Advisory and Policy Council. The priority area of this particular bibliography is "Cooperative Teacher Education: School-College Relations in Developing School Personnel." This bibliography should be useful in itself, and it will be incorporated into a Clearinghouse state-of-the-art paper on the same topic by Hans C. Olsen.

Like all bibliographies, this one should be used as a foundation for readers' continuing efforts to keep abreast of this important topic. It is a reflection of careful scholars' opinions concerning the best materials which are presently available. Their effort was to be selective rather than comprehensive.

In seeking scholars to develop this bibliography and the related state-of-the-art paper, the Clearinghouse staff sought individuals with a long involvement in study and discussion of the topic. At the suggestion of E. Brooks Smith, Helen T. Suchara and 15 doctoral candidates in her teacher education seminar compiled the information. The candidates working on the project were Earl Clark, Sister Jannita Marie Complo, Thomas D. Davidson, Mrs. Gretchen Hayden, Martin Kamins, Robert Morrison, Mrs. Vera Muthleb, William Page, Kenneth L. Rose, Joseph Sales, Miss Bernice Schultz, Leo St. John, Donna J. Taylor, Bernard Yvon, and Harvey A. Wedell.

Suchara, Smith, and Olsen have been active in professional associations, in writing, and in projects related to school-college relationships. They

used their professional judgments in developing this bibliography and the related monograph, which are submitted to the education community in the confidence that the materials are sound and will contribute to education for all Americans--a job requiring creative partnerships of many individuals, organizations, agencies, and enterprises.

*Joel L. Burdin, Director*

*May 1969*

# ABOUT ERIC

The Educational Resources Information Center (ERIC) clearinghouses form a nation-wide information system established by the U.S. Office of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the nineteen clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

## Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association; the American Association of Colleges for Teacher Education (AACTE), which serves as fiscal agent; and the Association for Student Teaching (AST), a department of NEA. It is located at 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

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# COOPERATIVE TEACHER EDUCATION: SCHOOL-COLLEGE RELATIONS IN DEVELOPING SCHOOL PERSONNEL

A Selected Bibliography

## School-College Partnership

American Association of Colleges for Teacher Education (AACTE), Committee on Studies. Cooperative Structures in School-College Relationships for Teacher Education. Report No. 2 from the Subcommittee on School-College Relationships in Teacher Education. Washington, D. C., the Association, 1965.

This is the second in a series of reports by the AACTE Subcommittee on School-College Relationships. Four models of such ventures are described and include a model of a cooperative resource demonstration center, an affiliated school model, a teaching center model, and a student teaching council model.

Andrews, L. O. "Curriculum To Produce Career Teachers for the 1980s." Theory Into Practice 6: 236-45; December 1967.

The author points out the inadequacies of what may be called "traditional" teacher education programs. In calling for a radical revision of teacher education programs, the structure of a partnership arrangement is clearly delineated including the use of "clinical professors" and internship programs.

Boyer, Ernest E.; Rubin, Louis J.; and Hardenbrook, Robert F. "The Santa Barbara Coordinated Education Project." The Education Digest 31: 4-7; October 1965.

A joint venture supported by a Ford Foundation grant is described. It involves the University of California, 27 school districts and educational units in Santa Barbara County working to improve cooperative educational programs. The objective is to establish one unified professional community to utilize collective educational resources in one West Coast region. This "center" is studying the work of 10 separate projects classified under three major headings: Curriculum Continuity, Teacher Education and Instructional Organization.

Bradley, R. C. "Improving Student Teaching Experience." Contemporary Education 40: 39-47; October 1968.

The author discusses a cooperative teacher education concept, which presents in detail the responsibilities of the principal, the cooperating teacher, and the college coordinator. Finally, the idea is presented that only such a cooperative endeavor in the task of preparing teachers can meet the needs of tomorrow's schools.

Brown, William; Naslund, Mildred; and Dederick, Nellie. "Los Angeles City Schools--Partner in Teacher Education." The Journal of Teacher Education 12: 60-65; March 1961.

Ten phases of cooperation between the Los Angeles City Schools and universities and colleges are cited. Long-range recruitment goals and cooperative effort permeate program descriptions and evaluations.

Cartwright, William H. "The Teacher in 2065." Teachers College Record 66: 295-304; January 1965.

One hundred years hence, partnership--cooperative planning between schools, colleges and universities for teacher education--will be standard practice.

Christenbury, E. S. "Adjustment Requirements of an Off-Campus Student Teaching Program in a State University." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: Association for Student Teaching (AST), 1961. pp. 168-72.

The transition from a conventional program to a quarterly off-campus centers program at the University of Tennessee involves strategies of adjustment. Personnel selection, medical service and provisions, housing arrangements, credit allocations, and the preparation of cooperating teachers are among the topics treated.

Clarke, C. M., editor. Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: AST, 1961.

Identification and examination of program trends pervade the organization and content of the numerous writings. Administrative problems, the partnership concept, role perception, the internship construct, team teaching, laboratory practices and off-campus programs are among the pivotal ideas bearing upon the relationship between schools and teacher education.

Clarkson, D. M. "School College Relationships." The Arithmetic Teacher 15: 447-49; May 1968.

Some benefits which could accrue through a school-college relationship in the training of arithmetic teachers are discussed.

Darland, D. D. "Needed: New Models for Learning To Teach." The Journal of Teacher Education 18: 4; Spring 1967.

The need for experimentation and research in various types of cooperative teacher education programs is stressed.

Denemark, George W. "Urban Schools: Challenge to the Urban University." The National Elementary Principal 46: 30-34; February 1967.

The author discusses urban university involvement in all aspects of urban school problems. Included is a proposal for cooperative ventures in the development of teacher education programs.

Duval, R. G. "College Seniors Assist Teachers." The Clearing House 35: 162; November 1960.

Williams College teacher-assistant plan is modeled after similar programs at Amherst and Harvard: college seniors relieve high school teachers to allow them time for more planning and more effective teaching. Seventeen men were selected from 35 applicants. Program provides broad sampling of teacher experience. One senior returned to Williamstown to teach, four said they would become teachers, and four displayed excellent potential, but were undecided about their plans.

Emmet, Robert. "School Practice Reappraised; Towards a Closer Partnership." Times Education Supplement 2621: 266; August 13, 1965.

The head of the Education Department of Whitelands College, London, presents a brief proposal. The article deals with the schemes which have especial reference to "teaching practice" and the use of schools. He presents a case for a new scheme which would necessitate rethinking the whole of the student/school/tutor/teacher relationship.

Etten, J. F. "Expanding the School Plant for Teacher Education Facilities." Education 88: 238-40; Fall 1968.

This article briefly explores the rationale behind the expansion of the public school plant to handle more adequately the teacher education program in a "real" setting.

Evjen, M. "Role of the Cooperating School." The Journal of Teacher Education 18: 411-15; Winter 1967.

The author explores various facets of the responsibility of a high school committed to the improvement of the student teaching experience. In so doing, she explores such areas as "Acceptance of State Standards," "Official Statements of School Policies," and "Continuous Evaluation of School Policies."

Fuchs, Grover A. "Pitfalls in an Expanding Program." The Texas Outlook 46: 22-24; March 1962.

Pitfalls to avoid as cooperative teacher education programs develop are discussed. Adequate communication is found to be the key to the college-school relationship. It is suggested that college supervisors have a free hand in recommending student teacher assignments.

Graham, Richard. "The Teacher Corps: One Place To Begin." The Bulletin of the National Association of Secondary School Principals 52: 49-60; October 1968.

The author reviews the two-year-old program sponsored by universities and local school systems across the nation. Presented are the rationale, the costs and how shared, the degree granted, and an analysis of what has occurred since the inception of the Teacher Corps.

Haubrich, Vernon. "The Culturally Different: New Context for Teacher Education." The Journal of Teacher Education 14: 163-67; June 1963.

A volunteer teacher education program at Hunter College designed to prepare teachers for "difficult" schools was initiated in January 1960. The planning procedures of the public school and college personnel are presented.

Hayes, Robert B. "Viewing Imperatives for Student Teaching in 1967." Teachers College Journal 39: 30-35; October 1967.

The author looks at the importance of the student teaching process, the importance of those who supervise, and the role of both the college and the schools. Emphasis is placed on commitment from all those involved to making the student teaching experience meaningful.

Heming, Hilton P. "Progress Through Cooperative Action." The Journal of Teacher Education 12: 101-03; March 1961.

Education beyond the college campus is explored in relation to in-service training, research, evaluation of existing programs, extension courses,

summer sessions, workshops, and conferences. The college-school cooperative council at a regional level is described as a promising proposal with implications for finance and program improvement.

Jones, Rodney. "Off-Campus Student Teaching Programs." The Journal of Teacher Education 12: 219-22; June 1961.

The methods of improving competence and gaining recognition for co-operating teachers are explored. Consultative services, in-service education, audio-visual aids, tuition exemptions, and paid-up memberships in professional organizations are featured.

Keppel, Francis; and Perry, Paul. "School and University: Partners in Progress." Phi Delta Kappan 42: 174-80; January 1961.

The Master of Arts in Teaching, The Twenty-Nine College Plan, The Internship Plan, and The School and University Program for Research and Development are programs elicited by problem identification. Alliances between schools and scholars, present and future program relationships, financial support for full-time study by experienced teachers, coordinated study sequences, role definition, better communication, and permanent financing for research and development are among investigations at Harvard.

Love, R. U. "Toward the Improvement of Teacher Education." Illinois Schools Journal 48: 9-15; Spring 1968.

In the search for ways to improve teacher education, the author postulates that an "Educational Developments Group" might be used by the university, among other things, for maintaining close contact with the public schools.

Lowe, A. "Becoming a Teacher." Childhood Education 44: 239-44; December 1967.

The author discusses four trends in teacher education, one of which is the "Role of Public Schools in Teacher Education." In this section the need for a partnership of schools, colleges, state and federal agencies is reiterated.

McCuskey, Dorothy. "Critical Commentary." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: AST, 1961, pp. 92-94.

The advantages of team teaching, several types of internship, and innovative research proposals are related to future considerations. Learning, a theory of knowledge, a theory of skills of pre-service supervision,

and research with promising practices are characterized as sources of research-tested principles.

Miller, Mary Louise. "How To Strengthen Student Teaching." Pennsylvania School Journal 117: 316-19; January 1969.

This is the second part of a two-part report which describes the Pennsylvania Student Teaching Project and "Guidelines, Roles and Procedures for Improving the Field Experience in Pennsylvania." The Bureau of Teacher Education plans to use this report as the basis for future program approval in the various colleges and universities of Pennsylvania. It is a commitment to close cooperation between the college or university and the cooperating school.

Nerbovig, Marcella, and others. "Exploring the Future: 'If I Had My Way': A Symposium." The Journal of Teacher Education 13: 437-441; December 1962.

A college professor, an elementary school principal, and two elementary school teachers offer suggestions from three points of view for improving cooperative teacher education programs. This symposium was originally presented in 1961 as part of a meeting of representatives of Northern Illinois University and its cooperating schools.

Payne, Chester J. "Student Teachers Learn All Phases of Education." Wisconsin Journal of Education 96: 21; September 1963.

A public school administrator describes his involvement with the University of Wisconsin in a student teaching program designed for superior student teachers.

Perlman, Ruth. "The Field Workshop in Teacher Education." The Journal of Teacher Education 12: 91-95; March 1961.

A field workshop program instituted in New York with a predominantly Puerto Rican populace is described. Close alliance of schools and college and the design of specialized experiences are favored.

Purpel, D. E. "Student Teaching." The Journal of Teacher Education 18: 20-23; Spring 1967.

The purpose of and resources for high-quality student teaching are discussed. The problems facing most partnerships in current student teaching programs and their possible solutions are listed briefly.

Rivlin, Harry N. "New Teachers for New Immigrants." Teachers College Record 66: 707-718; May 1965.

Issues facing schools in urban areas today are analogous the influx of immigrants in the early 1900's. Three implications are evident: colleges and universities must decide now on their commitment to teacher education; schools, colleges and universities must begin to plan for an active partnership; and information about teacher education must be disseminated more widely.

Rogers, John R. "A 'Different' Summer School." The Journal of Teacher Education 12: 127-28; March 1961.

Student teachers with some background gain additional experiences in a summer school setting. Individualization, unit teaching, interest-centered purposeful activities, innovation, and break from routine are cited. The college administration and the local school board cooperate to produce an enrichment program for children and student teachers.

Schooling, H. W. "Partnership in Teacher Preparation." NEA Journal 51: 61-62; May 1962.

The author attempts to answer three basic questions: 1) How does this partnership work? 2) How effective is it? 3) How can it be improved? He refers to a study begun in 1958 by the North Central Association of Colleges and Secondary Schools. While most schools indicate a high degree of satisfaction, improvement is deemed necessary. Partnership roles must be fully understood and accepted before success can be achieved.

Schroeder, Raymond M. "A Laboratory Approach to Teacher Education." Education 81: 476-77; April 1961.

A laboratory approach to teacher education, instituted at the University of South Dakota, features cooperative use of materials. College personnel provide leadership and methods courses.

Schueler, Herbert. "The Hunter College Program." Strength Through Reappraisal Sixteenth Yearbook. Washington, D. C.: AACTE, 1963. pp. 141-46.
The author provides the background and framework for a plan to assist in the staffing of schools in "blighted" areas.

Smith, E. B. "Joint Responsibility." NEA Journal 57: 18-20; May 1968.

In calling for wholehearted collaboration between the colleges and the

schools, the author discusses the promise of: (1) realistic but theoretically based teacher education of a continuing nature, (2) means for studying teaching and curricular innovation.

Smith, E. B., and others. Partnership in Teacher Education. Washington, D. C.: AACTE, 1968.

The editors report on the proceedings of the 1966 AST-AACTE Workshop Symposium on "School-College Partnerships in Teacher Education." Included are contributions on the topic by Dwight Allen, Edmund Amidon, Arthur Combs, John Goodlad, Herbert LaGrone, Dorothy McGeoch, M. Karl Openshaw, E. Brooks Smith, and others.

Smith, E. B., and others. "Toward Real Teaching: A Team Internship Proposal." The Journal of Teacher Education 19: 1-16; Spring 1968.

The authors explore various facets in the development of a team internship program for prospective teachers, in cooperation with local school personnel. All phases of the program are discussed, as well as implications and responsibilities of the cooperating institutions.

Smith, Emmitt D.; and Cunningham, Fred J. "Administrative Relationships Between Teacher Education Institutions and Cooperating Public Schools." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: AST, 1961. pp. 3-21.

Programs reflect movement toward joint responsibility between schools and teacher education institutions. Good human relationships, contractual responsibility and joint acceptance of procedures are sought. Anticipated trends include cooperative study of laboratory procedures, preparation of supervising teachers, cooperative use of personnel and innovative financial provisions.

SUTEC Staff. "School University Teacher Education Center." The National Elementary Principal 46: 6-13; February 1967.

Outlined are the organization, development and function of a truly cooperative venture in teacher education. Descriptions of university and public school objectives are described along with preliminary results of the program.

Westfall, Byron L. "Student Teaching Programs in Certain School Systems of the North Central Association Area." North Central Association Quarterly 37: 237-45; Winter 1963.

The many ways in which off-campus centers are used are presented. Among

the promising practices noted are cooperative efforts in the selection of cooperating teachers and in the provision of mutually beneficial services.

Wiles, Kimball. "The Teacher Education We Need." Theory Into Practice 6: 260-65; December 1967.

The author reviews the roles of the college in the preparation of teachers and delineates competencies sought, screening candidates for admission, the inquiry approach, the professional sequence, the internship, and the partnership between the university and public school personnel.

Wulk, Jerry E.; and Miller, Ralph M. "A New Approach at U.C.L.A.: Secondary Teaching Internships." The Journal of Teacher Education 16: 300-02; September 1965.

Described is a new preservice summer program conducted at the University of California - Los Angeles (UCLA) for secondary teachers. The article presents some useful departures in training from the regular program. Statements made are suggestive rather than definitive and based only on a one-year pilot program. The approach used requires considerable cooperation with participating public schools.

## Student Teaching Programs

Davis, Thomas S. "A Developmental Approach to Student Teacher Programs." The Clearing House 41: 153-55; November 1966.

The investigator suggests a developmental approach to student teacher programs which would provide a series of carefully planned levels of student teaching experiences over a period of four years. Under this plan, part of each academic year would be spent in actual practice in the field and would increase as the student advances to higher levels of the program. The plan would include four developmental levels: (1) orientation, (2) observation, (3) practice teaching and (4) instructional analysis.

DeVault, M. Vere; Anderson, Dan; Swain, Dorothy; and Cautley, Patricia. "Teacher Education and the Study of Teacher Classroom Behavior." Theory Into Practice 3: 21-25; February 1964.

This is a report of the Wisconsin Mental Health Teacher Education Research Project which was concerned with studying the effects of three different methods of teaching the basic educational-psychology courses. The effects are examined in relation to the pupils taught by the students trained in these different ways.

Elkins, D.; and Hickerson, Thelma. "Field Seminars for Student Teachers." Education Leader 24: 247-50; December 1966.

The public school program described in this article includes a seminar for student teachers which is designed to deal with the more general educational problems that cross all subject matter lines.

The seminar is part of a planned total program conducted by the school administrator in charge of student teachers as well as by a member of the college staff. These weekly sessions are carefully planned and evaluated by students and the school-college team.

Inlow, G. M. "Comparative Study of Student-Teaching Practices in Thirty-Eight Midwest Institutions." The Journal of Experimental Education 28: 337-49; June 1960.

This study attempts to discover and evaluate existing practices in the program of student teaching institutions of higher learning in order to develop a more effective program evaluation in the School of Education of Northwestern University.

Levine, Madeline. "Extending Laboratory Experiences." The Journal of Teacher Education 12: 29-35; March 1961.

Experiences in the school setting are provided previous to student teaching. Principals favorably compare the performance of participants to the performance of student teachers who have not participated. Functions of the school, administrative faculty relationships, and relationships with children are cited as areas of experience that appear valuable.

McIntosh, J. R. "The Effectiveness of In-Term Block Practice Teaching--A Comparative Study." Canadian Education and Research Digest 4: 34-42; March 1964.

Research is conducted at the University of British Columbia in which a comparison is made between two different arrangements of practice teaching. The distinguishing variables are the amount and distribution of the practice.

Wilhelms, Fred T. "Exploring New Paths in Teacher Education; Teacher Education Project." Theory Into Practice 3: 16-20; February 1964.

The author describes San Francisco State College's five-year exploratory project, the Teacher Education Project. The substitution of one continuing, problem-centered seminar for the usual sequence of separate professional courses and the highly flexible arrangements made for student teaching experiences are unique features.

Williams, Chester S. "Professional Laboratory Experiences in Oklahoma." The Journal of Teacher Education 11: 497-505; December 1960.

Oklahoma relies on concepts in Dr. Thomas D. Horn's "A High Quality Student-Teaching Program," used in the regional conferences of the National Commission on Teacher Education and Professional Standards in 1958. The program of a group of Oklahoma schools is cited.

Woodruff, Asahel D. Student Teaching Today. AACTE Study Series No. 5. Washington, D. C.: the Association, 1960.

Current literature and practices in student teaching and ways of improving the quality of the programs are reviewed.

## Supervising Personnel

Allen, Arthur T.; and Seaberg, Dorothy. "The Principal's Role in Supervising Pre-Service Teachers." The National Elementary Principal 45: 12-16; January 1966.

Of the triumvirate--college supervisor, supervising teacher, and school principal--the principal is potentially the most efficacious member of the teacher education team. The chief jobs of the elementary school principal described by the writer may be summarized under these major categories: (1) orientation of the student teacher to the local school, (2) facilitation of the student teaching process, and (3) liaison for the local school.

Bennie, William A. "Campus Supervision of Student Teaching--A Closer Look." Teachers College Journal 36: 131-33; December 1964.

The author concludes from the response of the first-year teachers that they receive considerable help from all supervisory sources with slightly more help from the campus supervisor than from the classroom cooperating teacher. Supervision from the campus makes its greatest contribution in planning aspects of teaching and in personal adjustments of student teachers.

Bradley, R. C. "Clarifying the Supervising Teacher's Role." Teachers College Journal 38: 112-15; December 1966.

Since coordinators and supervisors are interested in learnings which are functional, they might well look to the type of professional relationship for leads and ideas that make for an ideal cooperating teacher-student teacher relationship. This study purports to identify the ideal relationship and to offer suggestions for improving the conditions of that teaching relationship.

Caskey, Sheila R. "Supervision of Student Teachers--A Challenge." School and Community 52: 7-9; May 1966.

The supervisor must work with various individuals, each with a multiplicity of unique characteristics. The supervisor must use his skills in producing a teacher, who within certain limitations, represents the best possible product.

Chesterson, Mary Jane; Skelton, Mary Catherine; and Darrow, Harriet. "The Role of the Supervising Teacher in Assisting the Student Teacher in Becoming a Competent Professional Colleague." Teachers College Journal 36: 81-83; November 1964.

The authors outline some of the responsibilities of the college in

developing competent, professional teachers. They suggest two ways of accomplishing this goal: (1) by the experiences we provide in the college and in the classroom and (2) by being competent professional persons ourselves.

Ezer, Melvin; and Lambert, Ronald. "The Residency in Supervision: A Unique Role for Laboratory Schools." Peabody Journal of Education 44: 155-59; November 1966.

The authors describe a laboratory school for the teacher education faculty. They recommend a year of residency in the laboratory schools which would develop better trained and more effective cooperating teachers for partnership with the student teachers in teaching. The following studies are recommended: group dynamics, group counselling, tests and measurement, educational foundations and supervising skills, elementary school curriculum, and supervision of student teachers.

Meal, C. D., and others. "Reasons for College Supervision of the Student Teaching Program." The Journal of Teacher Education 18: 24-27; Spring 1967.

This article attempts to explain why the university should provide personnel to supervise student teachers assigned to the cooperating public schools. The various roles of the college supervisor are listed and discussed.

Moskowitz, Gerald. "Toward Human Relations in Supervision." The Bulletin of the National Association of Secondary School Principals 50: 98-114; December 1966.

Differences in personality or varying viewpoints between student teachers and their supervising teachers often lead to unprofitable learning experiences. The research presented here examines a technique, Flanders' System of Interaction Analysis, which can improve these relationships.

Roland, Leo J. "Retired Educators Can Jet-Propel Beginning Teachers." Grade Teacher 78: 10; November 1960.

Utilizing retired teachers as student teacher supervisors during opening months of the school year is offered as a partial solution to the existing teacher shortage. Students would take three academic years with a school system available for internship. The fourth year would be with retired teachers. After several months students could become qualified contract teachers.

Smith, Herbert F. A. "Depth Dimension in Student Teaching Supervision." Peabody Journal of Education 38: 18-20; July 1960.

The author attempts to differentiate roles of supervising teacher and college supervisor in a cooperative approach.

Stinnett, T. M. "Cooperative TEPS Conferences in Retrospect." Phi Delta Kappan 42: 61-66; November 1960.

Conferences begin with criticism of monolithic character and control of teacher education and end by being appalled at diversity and demanding uniformity. Drastic diminution of snob appeal of upper grade and college people to elementary and lower grades is discussed. There is a critical examination of subject or content offerings in teacher education.

Wolf, H. F. "Tips for Cooperating Teachers." Peabody Journal of Education 44: 171-76; November 1966.

The writer feels that every prospective cooperating teacher should be required to take a special class which has as its goal a delineation of the role of the cooperating teacher in the student teaching program. Many practical suggestions evolve from such a class when cooperating teachers meet as a group and discuss common problems.

## Teaching Internship

Alterman, Rolland A. "A New Phase in Teacher Preparation." Michigan Educational Journal 42: 45-46; September 1964.

The teacher intern concept is finding wider acceptance. Judgment is based on the presumption that there is no substitute for experience.

Boodish, Hyman M. "ITPCG; A New Approach to Teacher Training." The Social Studies 55: 24-27; January 1964.

The Intern Teaching Program for College Graduates (ITPCG) is described. This is a Temple University teacher education program which prepares college graduates for teaching in secondary schools.

Boyan, Norman J. "The Intern Team As a Vehicle for Teacher Education." The Journal of Teacher Education 16: 17-24; March 1965.

Suggestions are made for upgrading the internship as a feature of teacher education together with better utilization of the staff. The preinternship summer would focus on the "critical" tripartite relationship of the university faculty, the student, and the field center. A post internship summer workshop would provide more insights into the relationships and functions of the intern team.

Delp, Harold A. "An Internship Method for Training Special Class Teachers." Exceptional Children 35: 161-62; October 1968.

This program, instituted by Temple University in Philadelphia in 1954, trains liberal arts graduates in secondary education. In 1960, it was extended to include special education. The University and the Pennsylvania State Department of Public Instruction work cooperatively in this program.

Dyer, Prudence. "Teacher Internship Programs in NCA Institutions." North Central Association Quarterly 43: 229-33; Fall 1968.

The findings of a study of cooperative internship programs between NCA universities and school systems are presented. Conclusions, based on data and questions posed about perceived problems, are that internship programs will increase in number and that the Commission on Secondary Schools should develop guidelines for the various aspects of this student teaching plan.

Fitzpatrick, William J. "Battle over Student Teaching." School and Society 88: 50-51; January 30, 1960.

The author raises questions about student teaching in the areas of certification, finance, and standards. He urges the profession to regulate its internship programs and establish uniform standards.

Fowlkes, John Guy; and O'Brien, Dean W. "The Teacher Internship--University of Wisconsin." The High School Journal 47: 132-37; December 1963.

The background and operation of the internship program at the University of Wisconsin are described in relation to the Wisconsin Improvement Program. A statewide partnership between the State Department of Public Instruction, state and private colleges, the School of Education at the University, and local systems exists to implement this program.

Haberman, Martin. "Intern Concept in Teacher Education." Wisconsin Journal of Education 96: 12-13; January 1964.

The present trend toward placing professional teacher education in a postgraduate year has caused an expansion of the populations from which we can now select future teachers. It is the author's belief that a variety of means for preparing different groups of future teachers be offered. The intern concept is one of these approaches which is not only workable but also can be supported by basic principles of teacher education.

Haberman, Martin. "The Teaching Behavior of Successful Interns." The Journal of Teacher Education 16: 215-20; June 1965.

Behaviors of successful interns and implications for teacher education programs are observed.

Henry, Marvin A. "The Intern Idea in Teacher Preparation." Contemporary Education 40: 33-38; October 1968.

Only 1 percent of current student teachers are in internship programs according to Marvin A. Henry; yet, he says, this concept of teacher education is the first attempt to improve teacher preparation since the inception of student teaching. He builds a rationale for the internship idea, gives its objectives, describes it, and predicts its future direction.

Keegan, Frank L. "An International (Mexican) Version of the Academic Administrative Internship Program." Educational Record 49: 332-38; Summer 1968.

A program which attempts to provide better university leadership in Latin America is described. The first year of the Mexican Academic Administration Internship Program (AAIP) has been completed. Mexican interns audited pertinent courses at the University of California's Berkeley campus and visited other universities, junior colleges, high schools, and technical institutions.

Kuhn, Wolfgang. "An Experimental Program for Training Secondary Teachers." Music Educators Journal 49: 57-58; February-March 1963.

A five-year program in music education is described. Consideration is given to the selection and cooperative placement of students in the internship phase of this program.

Maritime College, State University of New York. "Instructional Apprenticeships." School and Society 88: 473; December 3, 1960.

This is a report of a pilot program of intern-instructorships in humanities to explore possibilities to improve preparation of college instructors.

Moss, R. H. "Redefining the Internship." The Journal of Teacher Education 18: 399-402; Winter 1967.

The various strengths of the intern program as it has been implemented at Colorado State College are explored. In so doing, Moss traces the cooperative effort between the Greeley School District and the College which led to the evaluation of the program.

Noda, Daniel S. "Beginning Teacher Development in Hawaii." The Bulletin of the National Association of Secondary School Principals 52: 62-72; October 1968.

In 1966 the State Department of Education and the University of Hawaii jointly implemented a program of internship for the fifth year of the education student. He is hired as a regular teacher, but is still connected to the university for further professional education. The purpose of the program is to bridge the gap between the academic setting of the university and the realistic and demanding setting of the classroom.

Rosskopf, Myron F.; and Kaplan, Jerome D. "Educating Mathematics Specialists to Teach Children from Disadvantaged Areas." The Arithmetic Teacher 15: 306-12; November 1968.

For two years the Department of Mathematical Education, Teachers College, Columbia University, has had an internship program for elementary school teachers by which they can earn a master's degree and become specialists in mathematics.

Shaplin, Judson T.; and Powell, Arthur G. "A Comparison of Internship Programs." The Journal of Teacher Education 15: 175-83; June 1964.

The authors trace the history of internships through several decades and point out the many ways of cooperation between colleges and schools. They also make several suggestions to both the universities and the schools for making the programs of student teaching and internship stronger and more meaningful to the profession.

Shawver, David. "Professional Education or Apprenticeship." The Record 70: 127-31; November 1968.

Stress is placed on the value of a functional internship program carried on in cooperation between the university and the school system. Shawyer thinks that students must be educated broadly in educational philosophy and aims, in a sound psychological background, and in specific teaching skills. He states that the professional, cooperative internship program cannot be equated and should not be equated with the apprenticeship concept that Dewey cautioned against.

Sleeper, William R. "The Internship." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: AST, 1961. pp. 71-74.

A listing of characteristics of internships identifies the alternation of theory and practice. The basis, purposes, and characteristics of the Central Michigan project are summarized.

Turner, George C. "The Intern-Master's Degree Program: A New Approach for Both Teachers and Students." The Science Teacher 35: 57-58; November 1968.

A cooperative program of teacher education is developed at California State College at Fullerton in conjunction with nearby large school districts to meet the needs of students who must take a fifth year to meet state requirements, but are financially unable to do so. The program has been in operation for two semesters and is in the process of being evaluated.

Walsh, William W. "Internship in Relation to Community Colleges." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D. C.: AST, 1961. pp. 81-85.

Finance, supervision, teacher recruitment, selection, and screening problems are examined in relation to community college programs, teacher education, and schools. Michigan is the setting of several experimental approaches.

Ward, William T.; and Gubser, Joy Hills. "Developing the Teaching Internship Concept in Oregon." The Journal of Teacher Education 15: 252-61; September 1964.

The teaching internship concept in Oregon provides opportunity for the kind of clinical experience which is planned cooperatively in terms of a responsibility, sharing agreement between the public schools and the teacher-preparing institutions. The teaching internship is looked upon as a form of clinical experience which holds promise of being more effective than other procedures in developing the high-level skills required of teachers.

White, Kenneth E. "A Plan for Student Interns in Teaching Positions." American School Board Journal 146: 9-10; April 1963.

The cooperative effort of Central Michigan University and surrounding school districts is described. The benefits derived as a result of this venture are discussed.

Whitelaw, John B. "Teacher Preparation; Five Targets for the Next Ten Years." School Life 46: 11-13; January 1964.

The variety of fifth-year programs of teacher education since World War II is used as the basis for recommending five practical goals which should be central to our efforts to improve the preparation of elementary and secondary school teachers. The goals call for united action.

## Team Teaching

Jenkins, O. "Team Teaching and the Intern." Ohio Schools 44: 17; January 1966.

The team teaching approach is being used not only to strengthen the instructional program of students, but also to enrich the internship experiences of the system's student teachers. Some of the advantages of the program are: planning is comprehensive, enthusiasm of the team teachers is contagious, the use of media is more effective in a team, growth comes through exposure to the many ideas of the team, interns criticize one another, and there is cooperative administration, evaluation, scheduling and research.

Lindsey, Margaret. "Teaching Team: Student Teacher and Supervising Teacher." Teachers College Journal 38: 41-45; November 1966.

It might be said that a team, the student teacher and the supervising teacher, is made up of individuals who, having joined together because they perceive common and valued goals, supplement and complement each other as they work cooperatively toward their mutually agreed upon goals.

Milanovich, Anthony. "Wanted: More Good Supervising Teachers." The Elementary School Journal 67: 22-27; October 1966.

The author lists what he believes to be some of the major criticisms of supervising teachers, suggests criteria for the selection of competent supervising teachers, and makes some recommendations. He stresses and develops the team approach for improving the work of the supervising teacher.

True, Bertram E. "Tips for Top Co-op Teaching." School and Community 53: 18-19; December 1966.

The cooperating teacher and the student teacher should be better than the regular classroom teacher, because they should be organized into a team project with both persons contributing to the improvement of instruction.

Vodick, Edward M. "An Exercise in Teamwork." The Texas Outlook 46: 25; March 1962.

Emphasis is toward the use of cooperative planning and teaching by the supervising teacher and student teacher. This team approach enhances the observation and study of child behavior. It also provides more effective and better individualized instruction.

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